NEWFOUNDLAND AND LABRADOR TEACHERS' ASSOCIATION

THE

bulletin

Vol. 55/No. 2

November/December 2011

Up Front from the President

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In the morning and at the going down of the sun
We will remember them.
~ Laurence Binyon, "For the Fallen"

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But, to me, the most outstanding performance took place by the students of the Youth Centre. Both male and female students were dressed in similar clothing – same sneakers, pants and t-shirts. Their teachers and some other staff were sitting in close proximity to them. I knew that the reasons these students were attending the Youth Centre were not lost on the audience, but the respect and behaviour exhibited while they watched and participated was stellar. It was most admirable the way the students conducted themselves as they actively participated in the ceremony. Many of them had passages, poems, or reflections to read to the assembly. Each student walked up to the microphone, took a folded piece of writing out of their pocket and read to the audience. If their display of reverence, respect, and participation in the ceremony is any indication, then these students are making great strides in what must often be difficult situations for many of them.

I know that teachers throughout this province prepared their schools for the many assemblies and activities to ensure that students were once again made aware of how much we have to be thankful for and the sacrifice that many gave and are still giving to ensure that we live in a peaceful and free society. I want to thank you for the fabulous acts of Remembrance that are displayed throughout all of our schools. The students in this province are extremely fortunate to have the dedicated, caring, professional teachers that continue to prepare them for an inclusive society and all that this means.

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As you embark on this holiday season, I trust you have the opportunity to reflect on the past year's events and that you look forward with eager anticipation of all the events that have yet to unfold. I wish you the very best of the holiday season – health, happiness, peace and love. No matter how you celebrate this season, may you enjoy family and friends and may your homes be filled with peace, love, and contentment.

On behalf of your Provincial Executive and the rest of the NLTA family, my sincere best wishes for a very wonderful holiday season and a fabulous 2012.

Lily B.

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PROVINCIAL/NATIONAL/INTERNATIONAL

NEWS

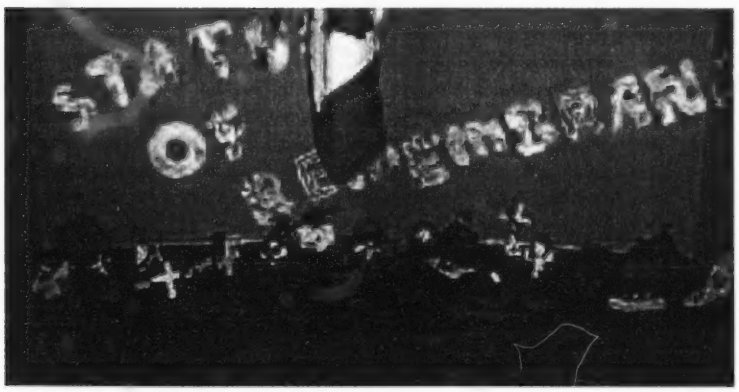
ARNOLD'S COVE

Tricentia Academy holds Remembrance Assembly

Students of Tricentia Academy in Arnold's Cove represented many facets of Differentiated Instruction in their Remembrance Day activities. At the Remembrance Assembly students read poems and raps they wrote about animals in war; songs were sung, dramatic recitations presented, the school band and choir played and sang emotional renditions of tunes of Remembrance, and the Cadets brought an air of solemnity to the event.

In preparation for the day, students painted images, designed wall displays and created many clay models of Remembrance images. Classes also visited the Wall of Remembrance – a wall of pictures of relatives of students attending Tricentia Academy, today or since the school opened in 2001. The wall was humbling as students pointed out pictures of grandfathers, uncles, aunts, cousins, and mothers and fathers who served from WWI to present day.

The following picture showcases the incredible talents of the Grade 6 class, which chose to use modelling clay to represent images of what Remembrance Day means to them.



ST. JOHN'S

Thanksgiving Food Drive at Macdonald Drive Junior High

Again this year the Thanksgiving Food Drive at Macdonald Drive Junior High (MDJH) in St. John's was a great success! To quote from John F. Kennedy, "As we express our gratitude, we must never forget that the highest appreciation is not to utter words but to live by them" and the students followed through on this, not only by expressing their appreciation for what they have, but by helping others in Newfoundland and Labrador who are less fortunate.

"The students were very enthusiastic and some of them even obtained a letter from administration so that they could have permission to collect food outside of their neighborhoods," said Joan McCue, School Counsellor at MDJH. Metro Bus personnel were on hand for food pick up and delivery to the Food Sharing Association.

Students at Macdonald Drive Junior High shown with the many food items collected for the Food Sharing Association during their Thanksgiving Food Drive.

At the school's Thanksgiving Assembly, Mrs. Connie Peddle, a teacher at MDJH, showed a commanding slide show of pictures of children living in poverty and war torn countries. The song, *Elena's Lullaby,* by Newfoundland's own Ron Hynes, accompanied this slide show. Powerful images and messages in both! Reverend Sandra Tilley from the Food

Sharing Association accepted, with great appreciation, the school's food donation and a monetary gift. Along with Reverend Tilley, MDJH Principal Darryl Feener and several students spoke. "The message from all was very clear in that we have a lot to be thankful for and we need to constantly give thanks for what we have," said Ms. McCue.

At the closing of the assembly the MDJH Wonderful Grand Teacher Band performed an engaging rendition of the song, *I've Got Soul But I'm Not a Soldier.*

MDJH recognized for Terry Fox Run contribution

"It is with great pleasure and appreciation that we recognize the contributions from Macdonald Drive Junior High School towards the Terry Fox Run of 2011-12," said Carolyn Stacey, a teacher a Macdonald Drive Junior High. Last year, the school raised $2,975 in just five days. This year, the school collected $5,500 and have become the top junior high school in the province for contributions to cancer research. "Each and every one of us has been touched by cancer and it is with sincere gratitude that we recognize our students and the school community for their spectacular achievement in raising awareness about cancer research and the legacy of Terry Fox," said Ms. Stacey. "Thanks to all those who participated!"

Fred Fox, the brother of Terry Fox, speaks to students at Macdonald Drive Junior High about Terry's dream.

On October 14, 2011, Fred Fox, the brother of Terry Fox, visited Macdonald Drive Junior High and spoke to the students about Terry's dream. Ms. Stacey said they were very touched and honored by his presence. "Not a word could be heard in our gymnasium! Our students knew about Terry Fox but really did not understand the true meaning of his goals. They now have a sincere appreciation for Terry Fox and his desire to collect funds for cancer research. Many have already set their personal goals for next year. Our students have acquired a great deal of knowledge about Terry's legacy and want to pass it on. The students of Macdonald Drive Junior High now have a community goal of just that – to pay it forward and keep Terry's dream alive! We look forward to next year's run and encourage all schools to enter and become part of this worthwhile endeavor.

NEWFOUNDLAND & LABRADOR

NLTA Scholarship winners 2010-11

Six Newfoundland and Labrador students who completed high school last June have been awarded NLTA scholarships for 2010-11. They are: Timothy Brennan (St. Bonaventure's College), son of Jennifer Brennan, St. John's; William Forsey (Stephenville High School), son of Rosemary Ryan Forsey, Kippens; Sean Kennedy (Gonzaga High School), son of Rita Kennedy, Outer Cove; Alanna Mouland (Discovery Collegiate), daughter of Wade Mouland, Bonavista; Jeremy O'Brien (Labrador Straits Academy), son of Ronald O'Brien, L'Anse au Loup; and Alicia Wells (Discovery Collegiate), daughter of Joette and Brian Wells, Bonavista.

The scholarships are awarded annually to dependents of active, retired, disabled or deceased members of the NLTA and are valued at $1,000 each. Awards are based on the criteria used by the Department of Education for the selection of provincial scholarship recipients.

Timothy Brennan

William Forsey

Sean Kennedy

Alanna Mouland

Jeremy O'Brien

Alicia Wells

CANADA

Family Literacy Day 2012

Family Literacy Day®, taking place across Canada on January 27, 2012, is the perfect opportunity to encourage learning at home.

Children raised in literate households are likely to enter Grade 1 with several thousand hours of one to one pre-reading experience behind them. But what about children that have limited access to learning opportunities at home?

Approximately nine million adult Canadians suffer from low literacy; hundreds of thousands of these individuals have children. Unfortunately, several of these children end up falling behind in school because they are not given the same opportunity as their peers to read at home and engage in early learning activities.

Encouraging parents to take time every day to read or do a learning activity with their children is crucial to a child's development. Even just 15 minutes a day can improve a child's literacy skills dramatically, and can help a parent improve their skills as well.

For more information on Family Literacy Day, including tips, activities and event ideas, visit www.FamilyLiteracyDay.ca.

GREEN High Schools Program set to launch across Canada

In partnership with the SEEDS Foundation, ECO Canada has launched a new GREEN High Schools program – a national initiative that encourages secondary students to create environmental projects while exploring the wealth of environmental career opportunities available.

Students will be expected to research post-secondary programs and related career opportunities as they engage in activities that:

- Enhance the environment,
- Communicate about the environment, and/or
- Demonstrate the sustainable use of resources.

This year's pilot program is limited to 50 schools. Participating students, educators, and schools will receive national recognition for their efforts, including a chance to receive a school profile on the ECO Canada website, be featured in national and local media press releases, and receive student certificates of recognition. Interested teachers are encouraged to register early by sending an email to Rebecca Dickson at career.awareness@eco.ca. For more information visit www.eco.ca/greenhighschools.

BETTY MANDVILLE (NEE. MAHONEY), 1938-2011

Betty passed away on May 14, 2011 after a courageous battle with cancer.

Betty began her teaching career in Riverhead, St. Mary's Bay in 1956, and also spent some time teaching in the communities of Colinet Island, O'Donnell's, Admiral's Beach, Gaskiers, and Goose Bay, Labrador before settling in her hometown of St. Mary's at Dunne Memorial Academy for the final 20 years of her teaching life. She retired in 1989.

Betty's former colleagues all remember her profound love for her students and the love and respect that was offered by them in return. Each pupil was special to her and there was never any hesitation on her part when it came to offering extra help to students who needed it. They also recall her humorous nature, her special way of saying things, and her friendly personality.

Betty leaves to mourn her husband, Steve; children, Neil and Stephanie; as well as a wide circle of family and friends.

As was so truthfully said in the tribute given at her retirement dinner in 1989: "Betty, you have truly left your footprints on the sands of time." Rest in peace.
(*Submitted by St. Mary's Bay Branch*)

February 14, 2012

Janeway Day 2012

Every year, Janeway Day in the schools provides an opportunity for students and teachers to help other children. Since 1986 **students and teachers have donated more than** $927,000 **to the Janeway.**

Here's how to participate in Janeway Day 2012: Ask students and teachers to forego the equivalent of recess monies for one day. That's their donation to the Janeway.

All monies will be forwarded to the Janeway

Caring and Sharing for the Janeway

A project of the Newfoundland and Labrador Teachers' Asso-

Teach Others How to Treat You

by CLAUDETTE E. S. COOMBS

In our world of continuous people-contact, we are constantly confronted with interactions that enhance or diminish our state of well-being. We learn to deal with situations and people in a way that enhances lives while also preparing for that next challenging contact. Of course we value positive reinforcement, the expressions of confidence in our work and the occasional accolade. We naturally appreciate being treated fairly with respect and compassion. Yet, we also know that nagging feeling that indicates our discomfort in some relationships or situations.

From a professional viewpoint, that can occur when: we feel pressured to do things that we are currently unable to do; or we believe that we are the subject of ridicule; or, we feel under appreciated. New teachers often feel they must not complain about any perceived personal injustice, if they want to get the permanent job; while seasoned teachers may feel that they must give up their commitment to "time-proven" strategies rather than risk being ostracized.

From a personal viewpoint, similar difficulties may arise. We may feel that a friend or family member is expecting us to give more than is feasible for us, with our resources of time, energy or finances. We may feel that we are contributing more than our share, while others give little, despite their abundance. This sense of injustice is common when there are issues of parental responsibilities, elder care, shared financial obligations or other areas of contention.

The Inevitable Impact

It would be unusual for us to complain when we are treated with respect and consideration; however, we often question behaviour when we feel that we are treated unjustly. We try to understand why and often wonder what others expect of us. This questioning is a critical pre-requisite to understanding and changing unwanted interactions.

Not all "mistreatment" is a deliberate attempt to harm us. In fact, some of it is dressed so altruistically that we question ourselves for resenting the contact. E.g., "Well, you have to admit that when you run that event, there is never a hitch but every year that you don't, we have major complications." What is that? Is it a compliment, or just a trick, playing on a need to prove something? You already know that you run the event without a problem. You don't need someone else to confirm that. What you do need is some time and space for other things and maybe even a break from that event! When your body starts to react, take the time to think clearly about what is really happening.

Either professionally or personally, when we feel mistreated, whether we believe it to be unintentional or otherwise, we still develop a sense of resentment. Subsequently, our bodies react with signals of trouble, telling us that there are real issues. Unfortunately, we often ignore the headaches, fatigue, muscle tension, irritability and sleeplessness until it becomes so dramatic that it interferes with our productivity and causes noticeable complications in relationships. Eventually our behaviour changes unreasonably, to accommodate and minimize our stressors. We stop answering the phone at home because we fear it will be another unpleasant interaction; or we dread staff meetings because we know that we will be expected to accept yet another inordinate request. If we pay attention to our feelings and our behaviours, we recognize this threat to our health and acknowledge that it is time to take action.

Understanding Expectations

During our lifetime we develop a set of values and standards that we try to maintain and express in our behaviour. Through our interpersonal interactions, others develop an impression of who we are and establish their own set of expectations for our behaviour. These expectations influence how others interact with us in the language they use and behaviours they exhibit in our presence. These expectations largely determine what others give and receive from us; what others try to get away with in our relationship; and, when, why or how others approach us.

We routinely see examples of how one person's behaviour can vary with the company they keep! We know that a colleague will freely ask a favour of us but would not make that same request of another colleague. We can easily see these seemingly contradictory behaviours as we look at colleagues, friends and family members. If we look closely, we can even notice it in strangers.

"Better ask someone else. You know not to talk to him when he's reading." "Oh, it's Tuesday, there's no point in trying to arrange a meeting with her today." "If you need that done right away, go to Pat, she helps everyone."

How do we get those reputations and, more importantly, how do we change them to be more helpful? Be aware that the more frequently we repeat behaviours the more entrenched they become as habits and the more predictable we become. That's a good thing when we are trying to get into a healthy routine, but it is a not-so-good thing when it leads to interactions that challenge our overall well-being.

When we adopt attitudes that neglect the basics of our personal well being, in lieu of the wants, well-being or needs of others, we put ourselves at risk. There is a fine line between genuinely helping others and giving what you can't afford, for the benefit of others.

What can we do about what others think and how they treat us?

We must re-educate those around us. Part of that process is to change how, and what, we communicate to others. Remember that communication happens as we live and interact. It is not only our deliberate transmission of information but also the expression of who we are according to our attitudes and behaviours.

To empower ourselves to regain control over our lives, we withdraw our permission for others to control the expenditure of our resources. Instead, we choose how to spend our resources of time, energy, emotion and finances. By assuming this responsibility and taking action, we can have greater satisfaction with our lives and specifically, within our relationships.

Consider the following steps to managing your interactions with others and gaining control over the way you are treated:

1. Recognize how others treat you.

So often when we are treated improperly, whether it is disrespect in our workplace or domestic abuse, we may not consciously define this as wrong, until someone else points it out. Although the psychological and even physical impact may be great, we tend to avoid the internal scrutiny that would cause us to acknowledge that our interactions are unhealthy.

2. Know why others continue to treat you as they do.

Whatever the original underlying reason, the fact remains that someone has been able to continue unfavourable behaviour without adequate accountability. This means that the behaviour has become an established pattern and is unlikely to change without

(cont'd. on page 10)

being challenged. It will be up to you (and your supports) to create an environment which prevents the behaviour in the future. Start the process by questioning uncomfortable treatment.

3. Know how you want to be treated.

This sounds simplistic but we often don't carefully reflect on how we want others to treat us and then compare that to the way in which we are being treated. Until we look at our needs and behaviours, we cannot expect that others will intuitively know how we want them to treat us. We also cannot assume that everyone has the same concept of respectful interactions. Identify your own goals, limits and boundaries. If you find certain language or behaviours offensive, ask others to not use them in your presence. You may not change their personal attitudes or overall behaviour but you may cause them to behave differently around you.

4. Define your needs.

Be clear about the things that are important to you and the things that motivate you. Understand your needs and appropriate ways to meet them. For example, if it is important for you to fit in with a new school, volunteering to help with every committee and activity is *not* an appropriate way to satisfy this need. Very soon you will be exhausted, will have no personal time, will have paid a high price in the other areas of your life and will start to resent the way you are being treated by your new staff. But remember, you will have taught them how to treat you! They learned that you are willing to take on the extra duties without complaint, that you are the first to volunteer and if they need or want favours, you are the person to ask. More reasonably, you can limit your volunteering and your level of responsibility until you are more comfortable with your colleagues, the environment, the expectations of your position and have refined your school interests.

We each have needs which may be common to others or unique to ourselves. Typically, we can expect to have some desire to: experience success and achievement; belong to the school team; be respected professionally and personally; have a defined territory, space or role; engage in leadership activities; and, to be known as a "good teacher". Think about your actions in your school environment. How does your expression of each of these needs support or interfere with you being treated the way you want?

Occupations tend to attract individuals based on specific interests and abilities and jobs supporting or rejecting individual traits act as filters for occupational longevity. Teaching may attract individuals who are organized and concerned with order, more than some other occupations might; and, because of the tasks associated with teaching, those without strong organizational skills may experience more job stress and negative attention than their more organized colleagues. If your needs include enhancing skills or enlisting support, get started with that.

5. Understand how to communicate your needs and expectations.

The power of effective communication cannot be overrated! Giving mixed messages, misreading cues and not knowing or understanding the background are all obstacles to good communication. They are also reasons why we cannot create assumptions by relying solely on what we see and interpret in a snapshot interaction.

This common example of inaccurate communication occurs so frequently that we accept it as a social norm: "How are you?" "Fine." (Spoken convincingly and without elaboration) Our needs for privacy, not burdening others, appearing in control, or maintaining distance are underlying personal traits which dictate such an interaction. However, it may present a deliberately inaccurate message. Rather than keep people guessing and drawing the wrong conclusions, be more direct with your information and your needs. "Thanks for asking, but right now I don't want to talk about it." This gives a completely different message.

First, know the message that you want to give others. Then learn how to give it – clearly and appropriately.

6. Decide to teach others your new message.

Consistently present the message that you want people to hear! Do this through your language and your actions. If you are trying to protect your health and relationships from time and energy drains, you need to show that. Otherwise, colleagues and family interpret your priorities as the things on which you spend your personal resources.

The things that teachers most often describe as interfering with their well-being are: the lack of time they set aside to care for themselves and their families; and the attention and energy demanded (and given) to work tasks and taken from self and family. It is important to ensure that we don't create an environment where we teach others to take from us, that which we cannot afford to give.

Claudette Coombs is a coordinator with the Employee Assistance Program for Teachers. For confidential assistance contact Claudette Coombs (ext. 242) or Judy Beranger (ext. 265).

Prime Minister's Awards for Teaching Excellence

On World Teachers' Day, October 5, 2011, the Honourable Peter Van Loan, Leader of the Government in the House of Commons, on behalf of Prime Minister Stephen Harper, announced the recipients of the 2010-11 Prime Minister's Awards for Teaching Excellence. The Prime Minister's Awards for Teaching Excellence honour Canada's outstanding and innovative elementary and secondary school teachers. This prestigious award recognizes teachers in all disciplines who instill in their students a love of learning and who use information and communications technology to help students meet the challenges of a 21st century society and economy. Eight Newfoundland and Labrador teachers have been recognized by the Prime Minister's Awards for Teaching Excellence.

All recipients receive a certificate and pin, along with a letter from the Prime Minister. Recipients of the Certificate of Excellence receive a cash award of $5,000 to share equally with their schools. Recipients of the Certificate of Achievement receive a cash award of $1,000.

Catherine Downey, David Gill, and Corey Morgan, all teachers at Amalgamated Academy in Bay Roberts, were presented with a Certificate of Excellence at a special awards ceremony in Ottawa on October 5.

Catherine teaches Technology Education and Physical Education for Grades 7 to 9. David teaches Technology Education and Social Studies for Grades 8 to 9, and Corey teaches Drama and Language Arts for Grades 7 to 9.

Three is definitely not a crowd when these three teachers get together. When this superhero teaching trio teams up, magic happens and Amalgamated Academy turns into the Amalgamated Media Production Company. Those who observe them in action are quick to admit that teaching to them isn't second nature ... it is their nature.

One of the largest achievements this information and communications (ICT) team has spearheaded is the development of the Amalgamated Media Production Company, responsible for producing and documenting school-wide events and implementing technology-rich projects. One such effort was the live broadcast of the annual Thanksgiving assembly, which enabled students and teachers to participate from the comfort of their own classrooms. The entire show was student-produced and recorded for future playback.

The ICT team has integrated the Moodle Course Management System/Virtual Learning Environment into their everyday classroom instruction, which lets both students and teachers focus on what's important. Only one among several collaborative online resources that these three encourage their students to use; blogs, wikis and other web2.0 skills are common ways for them to interact outside the classroom.

Catherine, David and Corey participated in the National ArtsSmarts program (www.artssmarts.ca). Paired with a local artist, their students produced 36 videos that demonstrated their knowledge in Social Studies and Language Arts. The work culminated in a special school event and the videos continue to be used by other teachers as learning resources.

(cont'd. on page 12)

Prime Minister Stephen Harper presents David Gill (far left), Catherine Downey and Corey Morgan with their Certificate of Excellence Award at an awards ceremony in Ottawa in October.

The team's students consistently receive provincial and even national recognition for their work at film and drama festivals, math contests and skills challenges.

Catherine, David and Corey make it their mission to help students get their creative juices flowing and find ways to express themselves. From the creation of individual graphic design assignments, to the final output of a video news report, their students make it happen, and feel empowered and proud to show it off.

Yvonne Dawe, the science deparatment head and teacher of science and chemistry for grades 10-12 at Bishops College, is a recipient of a Certificate of Achievement.

St. John's East MP Jack Harris presents Yvonne Dawe with her Prime Minister's Award.

Since beginning her teaching career in 1994, Yvonne has been a strong advocate of science fairs. She has worked to increase student participation at Bishops by collaborating with other science teachers and implementing incentives. Students have succeeded at the school, regional and even national levels. She has been a member of the Eastern Newfoundland Science Fairs Council since 1998, served on the executive for 8 years and is currently the Chair. Yvonne has attended 5 national science fairs as a chaperone/delegate.

Yvonne has taken a leadership/mentoring role with many groups in the school including the Christmas Gala, the yearbook, and the Youth Action Committee (YAC). This social justice group raises money and awareness for numerous local and global charities. Yvonne has inspired students to broaden the scope of their interests to include even more initiatives. The group has collected Christmas stockings with toiletries for Street Reach, a local outreach service for youth and has raised money for the installment of a hydration station at Bishops College in order to eliminate the need to purchase bottled water.

It's all about options for Yvonne's students. While students are encouraged to choose a science fair project, they can also work as a lab technician or tutor, teach a science class, or design and decorate a wall mural or lab coat. Yvonne has been the facilitator for teacher in-services on science projects over the years at the district level and at the Atlantic Canada Association of Science Educators, both at MUN and at St. Mary's University.

Yvonne uses a variety of strategies in her science teaching and her students' results attest to their effectiveness. For instance, students in Chemistry 3202, a public exam course, consistently score above district and provincial averages. A student states, "Ms. Dawe has a passion for teaching and creates a passion within her students to learn. She makes the class fun and interesting; there was never a boring chemistry class."

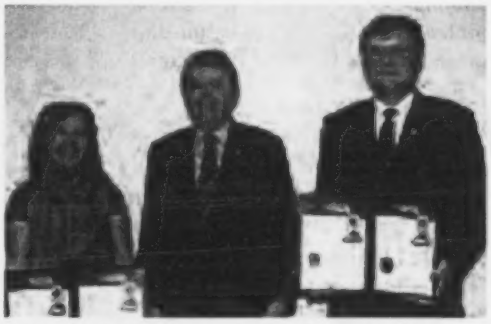
Glenn Normore, a teacher at Holy Trinity High School in Torbay, is a recipient of a Certificate of Achievement. Glenn teaches Math, Science and Health for Grade 8 and Adolescence for Grade 9.

Glenn takes time to plan lessons and makes sure that each one is something to remember. He takes the time in advance to walk his way through an entire SMART Board lesson in order to create "cues" for his "magic pencil".

Glenn was inducted into the Newfoundland and Labrador Hall of Fame for his tireless dedication and his involvement with youth in planning, organizing and working with a number of teams.

His success in obtaining provincial math promotion grants enabled him to set up evening tutorials with hired tutors to assist with homework issues. The initiative has improved his students' academic abilities by approximately 10%.

Glenn's ability to stand on his head is widely known among the students who now understand the concept of reciprocal fractions. His field trips range from the local wetlands, to outings that take students to interactive drug awareness stations. By putting them first, Glenn makes sure that his students become first and foremost, engaged citizens.



St. John's East MP Jack Harris presents Darla O'Reilly and Glenn Normore with their Prime Minister's Awards.

Darla O'Reilly, a teacher at Holy Trinity High School in Torbay, is a recipient of a Certificate of Achievement. Darla teaches Chemistry, Physics and Environmental Science for Grades 11 and 12.

Darla was first among her colleagues to implement the use of clickers and a SMART Board in her classroom.

As the leader of the Friends of the Gully (FOG), a student environmental group, Darla mentors students to become involved in a wide range of environmental pursuits. The award winning video production by members of the FOG committee was selected by ECO Canada in 2010 as a winner in a national video contest.

Under Darla's guidance, students at Holy Trinity High School began participating in the yearly Provincial Envirothon competition.

One of Darla's students was selected as the provincial representative for the British Council's Cape Farewell Youth Climate Change Arctic Voyage in 2008. Holy Trinity High School was one of 15 schools in Canada to participate and the only one in the province.

Jaws drop and so do eggs in Darla's classroom. Teaching mechanics by having students create a device to prevent an egg from breaking after being dropped out of a second story window is just one of the innovative exercises that keep students wanting more. Her engaging and creative style extends from the classroom into the real world. She inspires students to make a difference and have fun doing it.

Sean Penney, a teacher at Holy Heart High School in St. John's, is a recipient of a Certificate of Achievement. Sean teaches French Immersion, français, carrière et vie for Grades 10 to 12.

Sean was one of the founding members of the pan-Canadian group, Learn Canada, which espoused interaction among students and teachers via a high-speed video conferencing interface.

Parents can keep up to date on course descriptions, evaluation scheme and important dates through Sean's comprehensive website: www.web.mac.com/seanpenney/.

Sean's students are actively involved in learning French. They participate in the French club, and although they enjoy films and music, they've also organized a peer tutoring program with junior high school students throughout the city.

Like parachute pants in the 80s, then the grunge look in the 90s, Sean has kept up with computer trends and technological evolution since he first entered his teaching career. In the beginning, it was all about word processing and databases, then with the advent of the Internet, Sean had his students squeezing as much as possible out of the available bandwidth. Today, he integrates technology seamlessly into his lessons to solve problems and streamline his work.

Sean Penney

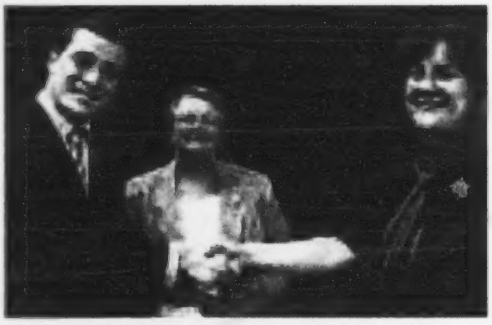
Erin Walsh, a teacher at St. Peter's Junior High School in Mount Pearl, is a recipient of a Certificate of Achievement. Erin teaches English Language Arts for Grades 7 to 9.

Erin's students can choose to create multimedia projects during in-depth novel studies. Students have recorded themselves portraying characters from novels like *The Pearl*, *After the War* and *Forbidden City* which sometimes even include animation.

Erin designed and implemented a public speaking unit for her department and has boosted student participation at public speaking events with the Eastern School District and the Lion's Club. Students who participated in the Lion's Club event place first, second or third every year.

Erin is a founding member of the School Development Team, which builds activities to foster students' abilities to interact and collaborate with each other. She is also a member of the Guidance Advisory Team and has collaboratively developed a student orientation program, a mentoring program and a tragic events response policy and plan.

Collaboration is the name of the game for Erin. Partnering with teachers from other disciplines, she makes sure that students find consistency throughout their studies. If they're studying *Romeo and Juliet* in English, they'll be learning about musical theatre through the *West Side Story*. Erin doesn't just teach a book to her students, she teaches them how and why they should love it.



Erin Walsh (far right) receives her award from Assistant Principal, Stella Greenslade (who nominated Erin for the award), and Matt White, a representative of St. John's South-Mount Pearl MP Ryan Cleary's office.

Teachers Receive Awards at Arts Work Conference

Pictured (l-r): Bradley Clarke, Director of Program Development, Department of Education; Lori Lane-Balsom, Hazelwood Elementary School, St. John's; Zak Chaulk, J.M. Olds Collegiate, Twillingate; Jacqueline Hyde, Booth Memorial High School, St. John's; and the Honourable Derrick Dalley, Minister of Tourism, Culture and Recreation.

Three educators in Newfoundland and Labrador have been recognized for their outstanding contributions in leading and supporting the arts within their school communities.

The 2011 Arts Work Educator Awards were presented November 7, 2011 during the annual Arts Work Conference for teachers at the Delta St. John's Hotel and Conference Centre. This year's award recipients include Lori Lane-Balsom of Hazelwood Elementary in St. John's, Zak Chaulk of J.M. Olds Collegiate in Twillingate, and Jacqueline Hyde of Booth Memorial High School in St. John's. The teachers were presented with the artwork of Krista van Nostrand.

"The Provincial Government, through our Cultural Connections strategy, recognizes the importance of enhancing the arts and incorporating cultural content into the school curriculum," said the Honourable Clyde Jackman, Minister of Education. "For the past five years, Arts Work conferences have connected teachers with artists, musicians and performers, offering practical and effective experiences that they bring back to their students. I congratulate the recipients of the 2011 Arts Work Educator Awards, as well as all of our arts teachers throughout the province who champion the development of the arts within our schools and help foster important links with the arts community."

The Provincial Government provided $230,000 for this year's Arts Work conference through the Cultural Connections initiative. The event was hosted by the Eastern School District and supported by several arts and education community partners.

The conference offered practical workshops that explored methods and approaches to develop teachers' skills in the arts and highlighted effective means to use the arts in a broad range of curricular areas. Teachers participated in workshops and heard from artists who actively work in genres as diverse as cartooning and songwriting to rug hooking and tufting.

"The connection between arts in schools and the development of talent within the province is vital," said the Honourable Derrick Dalley, Minister of Tourism, Culture and Recreation. "Schools provide young people with early exposure to different genres of art allowing them to discover their own individual talents."

The Government of Newfoundland and Labrador invests $2.1 million annually in its Cultural Connections strategy. For more information visit www.ed.gov.nl.ca/edu/k12/culturalconnections/index.html

School Administrators' Council

Distinguished School Administrator of the Year Award Winner 2011

Each year the School Administrators' Council (SAC) of the Newfoundland and Labrador Teachers' Association recognizes one of its school administrators with the Distinguished School Administrator of the Year Award. This prestigious award is decided through a rather vigorous application process with applicants being identified in all ten provincial SAC Regions.

The 2011 recipient of the SAC Distinguished School Administrator of the Year Award is Sarah Osmond. Sarah has enjoyed a long successful career at a number of schools, including Leary's Brook Junior High and St. John Bosco. At the time of her award announcement, Sarah was the Principal of Macdonald Drive Junior High. Currently, Sarah is a Senior Education Officer (SEO) with the Eastern School District in St. John's.

The SAC Distinguished School Administrator of the Year Award Winner receives a cash award of $500, a personal plaque and their name engraved on a perpetual plaque which hangs in the recipient's school for a year. The recipient is honoured at the annual SAC Conference. In addition, the winner of the award becomes the SAC provincial nominee for the Canadian Association of Principals' Distinguished Principal of the Year Award.

If you are interested in learning more about the SAC Distinguished School Administrator of the Year Award or if you would like to nominate a school administrator colleague for the 2011-12 award, please contact George Tucker, Administrative Officer, PD Division (NLTA) at gtucker@nlta.nl.ca.

2011 SAC Distinguished School Administrator of the Year Award recipient, Sarah Osmond (right), receiving the perpetual plaque from the annual award sponsor, Ruby Manuel, a Realtor with EXIT Realty on the Rock.

School Rep Seminars 2011

The third in this series of NLTA School Rep Seminars took place this past fall to again provide school reps with the information they need to carry out their important roles.

Three seminars were held at the Plum Point Motel October 14 and 15, Clarenville Inn on October 21 and 22 and the Deer Lake Motel October 28 and 29.

Each session opened with special greetings from NLTA President Lily B. Cole. "The NLTA and You" video was then viewed while school reps and others in attendance enjoyed a Friday evening snack of freshly popped popcorn.

The first evening rounded out with a game of NLTA Jeopardy when school reps got to show us what they know about the NLTA. Categories such as "A Hot Date" and "NLTA VIPs" made for an interesting competition. Teams played against each other in attempts to win the most points and, of course, great prizes. This activity was a great lead in for the social where everyone got to relax and wind down for the evening. Saturday morning began with an informative presentation on the NLTA organizational and program structure. The key work of the Association in the areas of Benefits and Economic Services and Professional Development was reviewed at length.

School reps had the opportunity to ask questions on specific areas of interest and staff were able to give more detailed information.

The mid-morning session provided more specifics on the NLTA programs and services. This was an interactive session where school reps searched the NLTA website to find answers to questions on information contained on the website or in print. There were 50 questions in total and teams of three to four people searched for the answers. There were prizes for the team(s) with the most correct answers. The purpose of the session was to show school reps the vast amount of information available to them on the NLTA website.

While school reps are not expected to know everything, the information is certainly at their fingertips.

After a nutrition break school reps viewed a presentation called "Communication and the NLTA School Rep". This presentation discussed how the NLTA communicates differently now with the school reps than it did even a few years ago. The importance of good communication was discussed as well as the important role of the NLTA school rep. Also included in this presentation was a session on the Virtual Teacher Centre. School reps commented that learning about the resources available through the VTC was extremely helpful.

After a quick lunch school reps had the opportunity to review case studies and watch role-plays that examined potential situations and issues. NLTA staff acted out the role-plays and school reps were able to comment on how the scenario should have occurred and what was the role of the school rep.

The purpose of the school rep seminars is to assist the school rep in their important role within the school. These sessions can be deemed a success with such feedback as: "Well done! All schools should see this presentation in person or via webinar." "Great format. Really felt welcome!" "Great group of staff made the session very enjoyable. Friendly and approachable."

Planning for the next series of school rep seminars should take place throughout this school year and information will be announced when it becomes available.

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Synchronous and Asynchronous Professional Learning

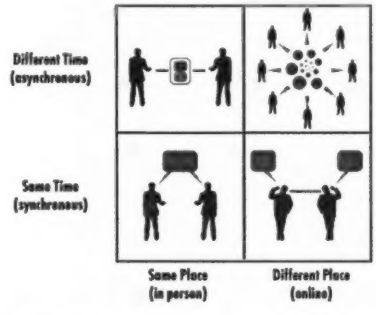
A Sustained Approach to Support Second Language Teachers

by JIM MURPHY

Awhile ago, I was approached by the Canadian Association of Second Language Teachers (CASLT) to help design and implement an innovative means of delivering essential professional learning opportunities to second language educators in the country. What could it look like? How do we plan for it? How can we possibly offer training to all second language teachers in the country? It would seem a monumental task, but ensuring that second language teachers receive opportunities for ongoing training in second language pedagogies means that we have to embrace 21st century technologies and models of delivery. This would require a hybrid approach to professional training that will provide essential live "synchronous" sessions, coupled with the anytime, anywhere access to "asynchronous" content such as teaching resources, discussions and other news items and resources of particular interest to second language educators. Provinces, territories and school divisions are increasingly embracing the Common European Framework of Reference (CEFR) for student learning, language proficiency and assessment. With this in mind, and coupled with the ongoing development of accompanying learning tasks, it will be important for educators to receive just-in-time training in order to integrate the framework into their pedagogies.

What do you mean by synchronous sessions?

Synchronous communication is something we do daily. When we meet face-to-face or when we speak on the phone, we are communicating synchronously. From a more technical perspective, synchronous communications through various web technologies allows for presenters to deliver professional learning from anywhere. There are many types of technologies that allow for synchronous communications vis-à-vis the web; some with video capabilities, others that depend mainly on voice and a whiteboard environment. WebEx, Adobe Connect and Blackboard Collaborate (a.k.a. Elluminate Live!) are all capable of providing a solid platform for web events such as webinars or fully interactive meetings and presentations, right up to the delivery of K-12 curriculum or post-secondary programs. They are highly adaptable mediums and with intuitive design strategies, can be interactive and engaging for participants. Try visiting some of the aforementioned product sites to get an idea as to the look and feel of these products. In the case of the one to be used by CASLT and what is being used by the NLTA to deliver its webinars, please follow this link to try a thirty day trial: www.blackboard.com/Platforms/Collaborate/Overview.aspx. Once CASLT has piloted this approach with a number of interest groups across the county, a full implementation will take place where educators will be invited to participate in live sessions through their school districts. Generally, the online synchronous component of the professional learning session will take place in one day.



From: www.tactic-tech.com

What about the asynchronous component? What will that look like?

Have you ever written, read, or responded to a blog? Have you ever participated in an online discussion? Have you ever gone to an online community to access files, or contributed to a wiki? These "asynchronous" tools will be accessible to you throughout

the lifetime of the project through a virtual professional learning community. You will be able to interact with your peers, access tips and content from subject matter experts, provide essential feedback to the organizers, share your classroom experiences and keep up on news and events through your community. The community is where you will continue to be supported as you grow your pedagogical repertoire. It is accessible 24/7 and when it is convenient for your schedule.

What about a synchronous approach?
There are a number of clear advantages to this approach. School districts will appreciate that there are no travel costs associated with the training. Participants can connect from their schools or homes where equipment is available. This means: *no* travel time, *no* weather issues (and we know what that can be like in Canada), *no* accommodations logistics and *no* travel costs. Synchronous online delivery also means that teachers can be reached and can work and collaborate together in any of the far-reaching corners of the country where connectivity exists. Participants don't necessarily have to be from the same school, district or province; online professional learning offers opportunities to network provincially and nationally. It also means that our presenters can deliver the sessions from anywhere; alleviating costly travel and accommodations expenditures.

Why can't you just come to my school district and do this face-to-face?
As it stands right now, there are but a number of experts in this field who could deliver these sessions. If the only means of delivery were face-to-face, then the end result would certainly be some very burned-out and over-taxed presenters, notwithstanding the exorbitant travel costs associated with the sessions. The number of sessions they can deliver online will be many more than the sessions they would deliver face-to-face. Therefore, given the high demand that is anticipated for this training, it would be impossible for the small group of subject matter experts to attempt to travel and deliver all sessions face-to-face. So, although there may be some opportunities for face-to-face, the costs would have to be passed along to the participants.

Speaking of connectivity, what will I need in order to participate when the professional training becomes available?
If you can connect to the web, then chances are you can connect to a live online session. Without getting too "techy", you will need a modern computer, a connection to the Internet better than dial-up, and a headset with a microphone. A headset works better than speakers because you won't get any feedback. Also, it is best that you are connected one-to-one. In other words, you shouldn't really be sharing your connection with someone else because you will want to take advantage of the interactivity in the sessions. This will require you to participate by interacting through the chat feature, through the whiteboard, with the microphone, and by participating in the interactive polling and feedback mechanisms during the session. Sounds simple? That is because it is. The moderator will help you resolve any technical issues that may arise and ensure you have a positive experience.

Once I do the one day session, am I then an expert?
The content of the sessions is being designed in such a way as to give you a tremendous starting point, but professional learning is very much an ongoing process. This session will provide you with the tools you require to commence integration of the Framework into your practice, but it will be important to stay in touch and be active in the professional learning community so that you can continue to sharpen your skills and take advantage of the wealth of knowledge and experience that will be available. You will have the advantage of interacting with experts from across the nation and from practitioners who will share their experiences with you. There will also be opportunities for follow-up synchronous sessions that will be announced in the virtual community.

Wow, this is exciting! When can I partake in these sessions?
During the Fall of 2011, CASLT, in partnership with the VTC, offered three highly anticipated pilot sessions in conjunction with some of its provincial/territorial partners. These sessions will aid in the design of future sessions, allowing the opportunity to evaluate, receive important feedback and make any important adjustments prior to full implementation. The full implementation is slated for the Winter and Spring of 2012. Stay tuned to CASLT.org for progress reports!

Jim Murphy is Coordinator of the Virtual Teacher Centre. He can be reached by email at jmurphy@nlta.nl.ca.
This article was originally submitted to Réflexions Magazine.

Goldilocks Goes to School

A Modern-Day Fairy Tale

by BEVERLEY PARK

Some people see Goldilocks as "high maintenance". I think she's just a girl who knows what she likes – and I like that in a person! I was sitting in a session with Andy Hargreaves this summer, and as he was reviewing the chronology of educational trends over the past few decades, I couldn't help but think that if Goldilocks had been a teacher, she would have said, "Been there – done that!"

If we take a look at just a few of the things on the educational scene and compare them with the story of Goldilocks, we can see how the pendulum swings from too much to too little; too many to too few. Had Goldilocks been Miss Goldilocks (ou Madame Boucles d'Or for the French teachers out there), starting her career in the 80s, she would have taught the carte blanche curriculum. She could have taught something totally different from a teacher in the classroom or school next door teaching the same course or grade. For Miss G. that was TOO flexible. She craved some direction because, after all, she was not trained in curriculum development.

Fast forward to today when Ms. G. has outcomes coming out her … oops, I mean a LOT of outcomes, too many outcomes, an overwhelming number of outcomes. Standardization of the curriculum means that everyone teaching in the same grade or the same course, whether he or she is in Ramea, Roddickton or Rigolet, is expected to "be on the same page" so to speak. She remembers the old adage "be careful what you wish for" and says, "This curriculum is TOO prescriptive." Goldilocks sighs as she realizes that she has lost her creative drive; creativity isn't needed when one has a prescription for what to do. Everyone knows that prescriptions only work if swallowed exactly when and how you are told!

Like the fairy tale character, over the span of a career she would have had dished up for her more than her fair share of too-hot or too-cold porridge. "Aah…" she sighs, "if only they could get it 'just right', I might just be able to swallow this curriculum."

Let's see how Miss G-locks handled discipline. This can be compared to her testing of the bears' chairs. Students were expected to sit down (and sit straight) and shut up and do as they were told. Miss Goldilocks had only to open her mouth and say the words and her will was done! Even though she and her colleagues found it easy to teach using this unquestioned authority, Goldilocks knew that this was not true respect. For her students she knew it was too hard. Some, even some of the brightest, quit.

But, as in all fairy tales, next thing she knew everything had changed. Before she could say "Who's the Minister of Education now?" things were all reversed. Now there were no rules at all … and if she did try to use her authority, students quoted their rights and reminded her that their Step Dad was a lawyer! "There is not enough respect here," she cried with regret. "This is too soft."

She found it sadly amusing that education was constantly being characterized as "same old, same old." Those who did so hadn't lived it. Goldilocks found that she was tired from the constant demands of being a teacher that had nothing to do with being a professional. She didn't feel like she was living a fairy tale. She felt she belonged in a book by an educational researcher; that she was a prime example of the research that linked loss of professional autonomy with loss of motivation.

In the good (?) old days, when she was tired, she could rest. In fact, she could rest just about any time since no one ever checked on her or her students' performance – except maybe the inspector whose visit was more of a courtesy and focused on him rather than her and her students. "This is too narrow," said Goldilocks, secretly hoping that someone would affirm her efforts and maybe even assist her if needed.

Though she wouldn't wish them back, those early days were a far cry from today when Goldilocks sees the sign over the staff room door saying "You make your bed, you lie in it!" – with a countdown like an advent calendar to the date of the CRTs. She was now eating, breathing and living CRTs …the one thing she was not doing was sleeping. The blank circles to be coloured in spun around in her head as she tried to

prepare herself and her students for THE TEST! This is too big she thought, and she called the Payroll Division to check on how long she had to teach before she could gracefully retire.

But to be true to the fairy tale we know that Goldilocks eventually found the porridge that was "just right for eating," the chair that was "just right for sitting" and the bed that was "exactly right for sleeping."

And she fell asleep and dreamt of that porridge – the curriculum with the framework that defined a common set of outcomes for her and her colleagues but gave her the professional autonomy and the time to design the way she, the professional Ms. Goldilocks, might teach it.

She saw herself sitting on that just-right chair – not badgering a student for some trivial moment of misguided behaviour nor being intimidated by a kid wired with i-everythings slouching in the chair with her hoodie pulled over her head … No she was having a conversation with her students, talking about the way things could and should work so that she could teach, and they could learn. Words like *creativity* and *freedom*, *self-discipline* and *respect*, were being used.

And she turned and, half awake, realized that she wasn't dreaming, and she could get a reasonable snooze because she wouldn't have to lose sleep worrying about her students' test scores. After all, there was only to be a sample of kids tested, and everyone in the system knew that these test scores were, after all, but a small measure of the myriad of things that mattered at school.

In her dreams, instead of sugar plums, there danced in her head visions of collaboration and trust, standards without standardization, responsibility which superceded accountability, coherence without cloning. Life was good, and we might assume that she lived happily ever after – But I admit I have always wondered what happened when the bears came home.

[This article is inspired by Andy Hargreaves *The Fourth Way*, 2009, Corwin Press. This book is strongly recommended for anyone who, like Miss Goldilocks, dreams of another way!]

Beverley Park is Senior Administrative Officer in the Professional Development Division of the NLTA.

COSS and the NLTA Present Dr. Barbara Coloroso

by GEORGE TUCKER

Dr. Barbara Coloroso

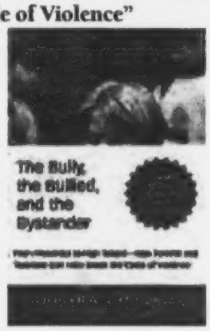
The Council of Special Services (COSS) and the Newfoundland and Labrador Teachers' Association hosted two lectures by international bestselling author and speaker Dr. Barbara Coloroso on October 7, 2011 at the Delta Hotel in St. John's. Some 700 educators from across the province packed the Delta Avalon Ballroom to hear Dr. Coloroso's informative, stirring and entertaining presentation.

Dr. Coloroso gave two separate, but yet connected, presentations. The morning session focused on *The Bully, the Bullied and the Bystander: Breaking the Cycle of Violence*. The title of the afternoon presentation was *Just Because It's Not Wrong Doesn't Make It Right: Helping Kids to Think and Act Ethically*.

Dr. Coloroso is an international bestselling author and for the past 38 years an internationally recognized speaker and consultant on parenting, teaching, school discipline, positive school climate, bullying, grieving, nonviolent conflict resolution and restorative justice. She has appeared on Oprah, CBS, NBC, ABC, CNN and NPR and has been featured in *The New York Times*, *Time*, *U.S. News & World Report*, *Newsweek*, and other national and international publications. Her uniquely effective parenting and teaching strategies were developed through her years of training in sociology, special education, and philosophy, as well as field-tested through her experiences as a classroom teacher, laboratory school instructor, university instructor, seminar leader, volunteer in Rwanda, and mother of three grown children. She is the author of four international bestsellers: *Kids Are Worth It – Giving Your Child the Gift of Inner Discipline*; *Parenting Through Crisis – Helping Kids in Times of Loss, Grief and Change*; *The Bully, the Bullied, and the Bystander – From Pre-School to High School, How Parents and Teachers Can Help Break the Cycle of Violence*; and *Just Because It's Not Wrong Doesn't Make It Right – From Toddlers to Teens, Teaching Kids to Think and Act Ethically*. Dr. Coloroso's latest book is *Extraordinary Evil: A Brief History of Genocide...and Why it Matters*. She also has two critically acclaimed video programs *Winning at Parenting...without beating your kids* and *Winning at Teaching...without beating your kids*.

Keith Adey, President of COSS, introduces Dr. Barbara Coloroso.

Morning Session: "The Bully, the Bullied and the Bystander: Breaking the Cycle of Violence"



During her opening session, Dr. Coloroso focused on a powerful way to understand bullying that explains why current approaches to the problems – at home, at school, and in our communities – have often failed. She debunked many of the misconceptions that are associated with bullying and explained what school boards, administrators, teachers, parents and other caregivers can do to recognize and help bullies and their targets before the violence becomes entrenched or tragically escalates.

Topics discussed included:

- What the bully is and isn't.
- The differences and similarities between male and female bullies.
- The short and long term impact on the bully, the bullied and the bystander.
- Three apparent psychological realities that are

evident when people have contempt for others that allow bullies to harm others without feeling shame, empathy or compassion.

- Cyber Bullying and its impact.
- Four antidotes to bullying.
- Warning signs a student is being bullied.
- The difference between telling and tattling; reporting and ratting; teasing and taunting; flirting and sexual bullying.
- Six scenes from the tragedy and how to rewrite the script.
- The role bystanders play and a healthier alternative.
- It runs in the family: how family dynamics can feed into a cycle of violence or help create larger circles of deep caring.
- The three P's: Strong anti-bullying policies, procedures, and programs.
- How community-wide solutions can work effectively.

Afternoon Session: "Just Because It's Not Wrong, Doesn't Make It Right: Helping Kids to Think and Act Ethically"

The afternoon session afforded Dr. Coloroso the opportunity to provide solid practical advice on how to use the stuff of everyday life to teach students to act with integrity, civility, and compassion. She began with the ideas that it is in us to care and that we are born with an innate capacity for compassion. Dr. Coloroso shared with educators numerous ideas regarding how to nurture and guide students' ethical lives from pre-school through high school using everyday situations at school, in social settings, and in the world at large.

Presentation topics included:

- How to develop an ethic rooted in deep caring with principles, virtues and values.
- The why and how to teach our students to think and act ethically.
- The possibilities and pitfalls of character education programs.
- Nurturing in students the three antidotes (care deeply, share generously, help willingly) to the virulent agents that are ripping apart the fabric of our human relationships (hating, hoarding and harming ourselves and others).
- How rigid moral absolutism and shifting moral relativism interfere with raising ethical human beings.
- Media: The Good, the Bad, the Ugly and the Indifferent – how we can help students use these tools and not be used or consumed by them.

The 800+ conference delegates gave Dr. Coloroso a standing ovation at the conclusion of the afternoon session. While the participants had sat through a brace of two-hour presentations, the time literally flew by. The positive response of the attendees is a true testament of Dr. Coloroso's presentation skills that demonstrated her expertise of presenting complex, detailed information with a generous dose of humour and story telling woven throughout. No doubt her stories, both humorous and sad, will resonate with those present for many years to come.

To ensure that participants can review the concepts of Dr. Coloroso's presentation in greater detail at a more personal and leisurely pace, each delegate was provided, as part of their registration fee, a copy of the book, *The Bully, the Bullied and the Bystander: Breaking the Cycle of Violence*.

Sincere appreciation is extended to the local media for its generous coverage of the COSS initiative featuring Dr. Barbara Coloroso. Specifically, we are grateful for the article in *The Telegram*, the CBC Radio interview and the discussion that took place on the VOCM Open Line Show with Randy Simms. All of this media coverage helped to bring public attention to the issue of "bullying" – a pervasive, devastating issue which continues to be a blight on the societal landscape of our province, our country, and in fact, the world in general.

The Newfoundland and Labrador Teachers' Association is also grateful for the ongoing support and cooperation of the Department of Education and the five provincial school districts that make it possible for educators in the province's schools to attend NLTA sponsored professional learning initiatives. Without leave, the provision of substitute teachers and financial support, it would be extremely difficult for NLTA members to participate in these important learning opportunities.

Finally, special thanks must be extended to Keith Adey, President of the Council of Special Services (COSS), and his Executive for sponsoring and organizing another wonderful professional learning workshop for the educators of Newfoundland and Labrador. COSS has another PD event planned for later this school year. Ensure to visit the NLTA website (www.nlta.nl.ca) and click on PD Opportunities for the particulars of future professional learning opportunities.

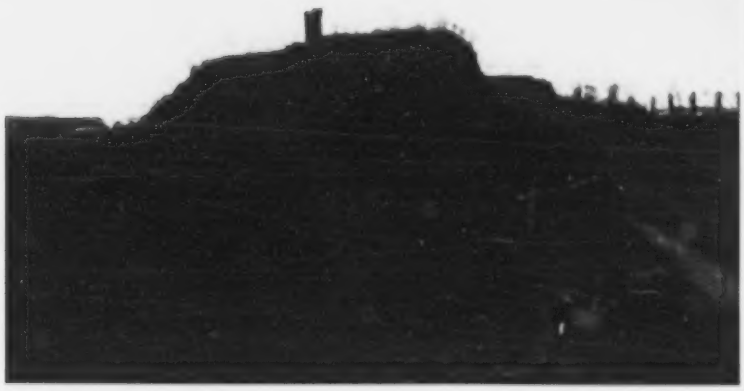
If you are interested in discussing this workshop in more detail, or would like access to the resources used by Dr. Barbara Coloroso, or if you have suggestions for future professional learning events, contact George Tucker, Administrative Officer in the Professional Development Division of the NLTA at gtucker@nlta.nl.ca.

ONSITE 2011 Social Studies Tour

by GEORGE TUCKER

From August 17-23, 2011, the Department of Education, Parks Canada, and the Newfoundland and Labrador Teachers' Association facilitated the annual professional learning summer ONSITE Institute for Social Studies teachers.

This year's Institute, called *Bringing Our History to Life*, was developed for K-12 Social Studies teachers and centered primarily on learning about the Aboriginal and early European histories of our beautiful province, Newfoundland and Labrador. Participants traveled by coach bus from Rocky Harbour to Red Bay, Labrador. Enroute, teachers visited the various national historic sites on the Northern Peninsula and engaged in a series of hands-on workshops and presentations that were facilitated by knowledgeable, engaging Parks Canada Interpreters who are passionate about their respective areas of responsibility. Through their interaction with these renowned experts, teachers were able to acquire knowledge and skills that they can use in their classrooms to engage students in answering questions and learning about the past.



As the NLTA staff officer charged with the responsibility for ONSITE, it was my privilege to accompany the twenty Social Studies teachers during their tour. A special note of gratitude is extended to Craig White from the Department of Education and Fred Sheppard from Parks Canada who were once again instrumental in their pre-tour coordinating roles. These two individuals ensured that ONSITE 2011 was a wonderful learning experience for all participants. Sincere thanks must also be afforded to Kevin Barnes, a Parks Canada Interpreter, who accompanied us on our tour and engaged us in a number of traditional Micmac ceremonies. Kevin's gifts of music and song made our long bus rides and evenings tremendously enjoyable and memorable.

The ONSITE Institute is sponsored by the Department of Education, the Newfoundland and Labrador Teachers' Association and Parks Canada. The Department covers all expenses incurred by the participants including transportation, meals and lodging. The photos presented here are a small sampling of some of the great sites/sights experienced by the Social Studies teachers' group.

Information regarding ONSITE 2012 will be available in the new year. Contact George Tucker, Administrative Officer in the Professional Development Division of the NLTA at gtucker@nlta.nl.ca if you are interested in being a participant.

Planning Digital Citizenship Activities at School?

Imagineaction Offers Project Funding Opportunities for Teachers

For the first time in decades, Canadians saw a rise in the number of youth actively engaged in this spring's federal election campaign. Youth didn't just show up to vote on May 2, but articulated their political views in the weeks leading up to the election – through social media.

More recently, social media gave us a front seat to the Vancouver riots after the Canucks' loss on June 15. Stories were shared via images, status lines and tweets, capturing at times even the most intimate moments (Vancouver Riot Kiss). While the fires were still being extinguished by teams of firefighters, many Facebook and Twitter users were busy recruiting over 10,000 young volunteers to clean up Vancouver streets – a mission accomplished during the wee hours of the morning. When the sun rose on the following morning, the only evidence of the riots was the boarded up windows of the stores that had been looted.

Public dismay was immediate and amplified when social media turned against the rioters and was used as a vigilante tool to yield photos and names for police to use as evidence in criminal cases.

Social media was a friend and foe, all wrapped into one.

We can expect more discussions and debate in the coming months about the role social media played in this event. But one thing is clear – social media is here to stay and has become embedded in the culture of our youth. This is why, more than ever, it is important that media and digital literacy be embedded as well in their education, so they can move beyond technological proficiency towards becoming creative, reflective, evaluative and empowered e-citizens.

In its brief, *From Consumer to Citizen – Digital Media and Youth Civic Engagement*, Media Awareness Network explores the extent to which media – especially interactive technology – influences civic and political engagement for children and youth. It also articulates a strong argument for the importance of developing digital literacy skills at an early age in order for children and youth to become engaged and responsible "civic and political actors at all ages."

The Canadian Teachers' Federation (CTF) couldn't agree more. Teachers have been teaching students about the importance of being a positive contributor to society and have participated in social action projects for as long as there have been schools.

Teachers have played an important role in helping their students become active and responsible citizens

(cont'd. on page 26)

in a global and increasingly complex world. They see first-hand how media and information technology influence the manner in which our students interact with each other and how they view the world around them. Technology has opened doors on issues related to the environment, civic engagement and social justice. It can also help students develop life-long skills such as critical thinking, problem-solving, information literacy, global awareness and broad-based knowledge.

That is why more and more teachers are integrating media and digital literacy into their classrooms, equipping their students with the necessary critical thinking skills for positive and enriching media experiences. Teachers are already using tools such as cell phones, iPods, and Web 2.0 applications as ways to engage their students in group discussions, media productions, digital art projects and community group projects. And the learning is a two-way street as students themselves teach teachers the technical applications and teachers teach students how to apply the knowledge and content learned at school within these applications.

CTF believes in teaching the whole child, instilling a love for life-long learning and developing critical thinking and media literacy skills, civic education, creativity and community engagement. The CTF program Imagineaction provides a venue for teachers to channel creativity, ignite social engagement and instill critical thinking in their students. Through this program, CTF offers subsidies of $750 to help teachers launch education projects related to the environment, democracy, health and/or citizenship education.

The CTF Imagineaction program links school participation in citizenship and social action by taking a critical thinking approach to defining effective citizenship. Under this paradigm, students look critically at their community with an eye to identifying strengths to be trumpeted and weaknesses that may require action. Social action is then based on a need identified by the students with the assistance of their teacher.

This year's Media Literacy Week theme, *Digital Citizenship*, provided an excellent segue to the CTF Imagineaction program. CTF's support for Media Literacy Week includes offering special project funding opportunities to teachers who wish to organize activities related specifically to the theme.

Visit the Imagineaction Web site at www.imagineaction.ca to create a profile under the teacher tab that will give access to teacher resources and project funding to help get your digital citizenship project started.

Since 2006, the Canadian Teachers' Federation has worked with Media Awareness Network to hold the annual Media Literacy Week. The Federation is the national alliance of 17 teacher organizations representing 200,000 teachers across Canada. CTF is affiliated to Education International which represents 30-million educators around the world.

NLTA Discount Program for Teachers

The following links on the Members Only section of the NLTA website offer discounts for teachers.

Go to "For the Teacher" and then click "Discount Program for Teachers".

Teacher Discount List

CPEAC Discount Program
(http://cpeac.org/)

Hotel Discounts Around the World
(www.reservetravel.com/v6?&siteid=23903&currency=CAD&useKilometers&streetview=true&pagesize=25&cid=nlta)

Magazine Program
(www.nlta.nl.ca/magazine_prgm)

DISCOUNT PROGRAM

RESOURCES

THE CITY/LA ZONE: A FINANCIAL LITERACY RESOURCE FOR HIGH SCHOOL

Many young Canadians leave high school lacking financial life skills, unaware of the harsh financial realities they'll face in the "real" world. The result: they often make costly mistakes that can have a lasting impact on their personal finances. Teachers, however, can help prepare students for the financial challenges they will encounter after high school. One free resource available in French and English is *The City: A Financial Life Skills Resource*.

The City is a recommended secondary resource for Career Development and it has application for the outcomes of several other courses. Developed by the Financial Consumer Agency of Canada (FCAC) and the British Columbia Securities Commission (BCSC), *The City* has been distributed by the provincial Department of Education to all schools teaching Career Development. Unfortunately, many teachers are unaware of its existence and availability.

The City helps young Canadians improve their knowledge of today's complex financial world. It covers basic concepts such as budgeting and savings, credit and debt, insurance and financial planning, as well as topics such as how to avoid fraud. The resource is ready to use in both print and on-line formats. It contains lesson plans, teaching materials, worksheets and other student activities. The on-line version allows teachers to manage their classes and view completed student assignments.

To make finance more stimulating and engaging, *The City* draws students into storylines, featuring eight characters that are at different stages in their lives. These stories and characters show some of the financial situations students will face in their own lives.

Free teacher training is available for teachers who want to learn more about *The City* and how to use it in their classroom. The training is offered through Curriculum Services Canada, and each participant receives a free copy of the teacher manual.

To register for *The City*, visit www.fcac.acfc.gc.ca and go to the "Educational Programs" section.

SCHOOL ADMINISTRATORS' CONFERENCE
May 16-18, 2012
Capital Hotel, St. John's. For information please go to www.sac2012.ca.

COSS WORKSHOP: ATTENTION DIFFERENCE DISORDER: HELPING KIDS AND TEENS WITH ADD/ADHD FROM A STRENGTH BASED PERSPECTIVE
May 18, 2012
Holiday Inn, St. John's. Speaker: Dr. Kenny Handelman, MD – child, adolescent and adult psychiatrist specializing in assessing and treating ADHD. For information contact Keith Adey, keithadey@nf.sympatico.ca, Tel: 709-489-6481; Fax: 709-489-5001.

COSS WORKSHOP: DYSLEXIA, THE LATEST WORD
September 22, 2012
Mount Peyton Hotel, Grand Falls-Windsor. Presented by Susan Barton (author of the Barton Reading and Spelling System). Registration form will be available on the NLTA website in January. For information contact Keith Adey, keithadey@nf.sympatico.ca, Tel: 709-489-6481; Fax: 709-489-5001.

NLTA Christmas Hours

Please be advised that the NLTA building will be closed from

December 24th to January 2nd (inclusive)

to allow staff to enjoy the holiday season.

Education Week 2012
March 4-10
Theme:
techKNOWLEDGEy
technoSAVOIR

Dates to Remember

December 2011
Dec 15 Deadline: PD Fund applications

January 2012
Jan 15 Deadline: 2012 Christmas Card Contest entries
Jan 15 Deadline: Receipt of nominations for Barnes, Bancroft, Allan Bishop and Special Recognitin Awards
Jan 19 Deadline: PD Fund applications
Jan 20-21 NLTA Executive Meeting

February 2012
Feb 1 Deadline: Applications for Educational Leave – teachers must make prior application to school board
Feb 14 Janeway Day in the Schools